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## Grade 10

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## Specific Outcomes: French 10–9y

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### COMPONENTS

*Given the following fields of experience and the subfields within each field,*

#### Experience

- |                 |                     |  |
|-----------------|---------------------|--|
| ① Activities    | ② Shopping          | ③ Vacations                            |
| daily           | shopping for goods  | Canadian and other travel destinations |
| social          | and services        | vacation planning                      |
| cultural        | shopping advice     | travellers' health and safety          |
| physical        | shopping habits     |  |
| ④ Fine Arts     | ⑤ Safety (optional) |  |
| visual arts     | vehicle safety      |  |
| performing arts | personal safety     |  |
| literary arts   |                     |  |

and other areas of interest,

students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available,

*in order to:*

#### Communication

##### Listening Comprehension

- understand, in guided situations, by identifying key words and/or expressions previously taught, the main idea(s) and a number of specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted oral texts (e.g., identify the type of a vacation being presented and a number of details pertaining to the vacation, such as the price of the trip, features of the travel package, general itinerary)

##### Reading Comprehension

- understand, in guided situations, by identifying key words and/or expressions previously taught, the main idea(s) and a number of specific details related to the main idea(s) about a variety of concrete topics contained in authentic or adapted written texts (e.g., identify the type of film being described in a film capsule and a number of details pertaining to the film, such as the name of the film, the actors, the director, the setting, the plot)

##### Oral Production

- name, list, encourage, describe, explain, request or provide information, give commands, directions, instructions and advice, express needs, desires, wishes and preferences, make suggestions, give compliments, issue and reply to invitations, orally, providing some details, in a structured and modelled fashion, with some spontaneity, resulting in a prepared message expressed in the present, sometimes in the past and sometimes in the immediate future, that is comprehensible and accurate (e.g., explain how to do a particular hobby; answer a travel agent's questions about future holiday plans; give shopping advice)

Written Production

- name, label, list, describe, explain, ask and answer questions, give simple commands, directions and advice, express needs, desires, wishes and preferences, make suggestions, encourage, issue and reply to invitations, in written form, providing some details, in a structured and modelled fashion, resulting in a prepared message, expressed in the present, sometimes in the past and sometimes in the immediate future, that is comprehensible and accurate (e.g., write a postcard to a friend about a place visited; write an e-mail message identifying leisure activities in one's area; write a newspaper advertisement for selling an item; describe a sculpture).

Language

Knowledge of Language  
Concepts

- continue to develop knowledge of the concepts presented in grades 4–9
- acquire knowledge of the following concepts:
  - adjectives/nouns/locutionary expressions that take a preposition
  - functions of the infinitive
  - the past tense
  - the recent past
  - the *passé composé*
  - agreement of past participle with *être*
  - the conditional “*comme forme de politesse*”
  - present participle
  - adverbs of affirmation and doubt
  - subordinate and coordinate conjunctions
  - inversion of subject and verb in the interrogative
  - word order at the complex sentence level
  - construction of complex sentences

Application of Vocabulary and  
Language Concepts

- use, with a higher level of accuracy, in oral and written form, linguistic elements defined in grades 4–9, needed to communicate a message
- use, with some consistency, in oral and written form, the following linguistic elements needed to communicate a message:
  - vocabulary associated with the fields of experience and their subfields
  - vocabulary related to information and communication technologies (e.g., *télécopieur, clavier; envoyer un courriel, formater un texte*)
  - infinitives acting as imperatives (e.g., *Consulter toujours un agent de bord avant d'utiliser des appareils électroniques.*)
  - recent past (*venir + de + infinitif*) with all personal subject pronouns in affirmative and negative sentences
  - the *passé composé* with all personal subject pronouns in affirmative and negative sentences
  - the expressions *c'était* and *il y avait* in affirmative and negative sentences (e.g., *C'était un très bon roman.*)
  - the conditional of *aimer, vouloir* and *pouvoir* as a “*forme de politesse*” with the personal subject pronouns *je, tu, nous, vous*
  - present participle and its use with *en* (e.g., *Ma mère lit en écoutant de la musique.*)

Application of Vocabulary and Language Concepts (cont'd)

- expressions for giving advice (e.g., *Il est important de* + infinitif; *Il faut* + infinitif; *Il est nécessaire de* + infinitif)
- subordinate conjunctions—*parce que* and *quand*
- coordinate conjunctions—*et* and *mais*
- use of *depuis* as a time marker (e.g., *Je joue au hockey depuis six ans.*)
- adverbs of affirmation (e.g., *vraiment*, *certainement*), doubt (e.g., *probablement*, *peut-être*) and time (e.g., *hier*, *avant-hier*)
- prepositions used with geographical names
- inversion in the interrogative
- appropriate interjections—*Au feu!*; *Aïe!*; *Au secours!*; *etc.*
- correct word order in complex sentences.

Culture

- identify some personal experiences they have had as a result of their knowledge of French
- identify aspects of Francophone history, literature or arts that are of personal interest
- seek out information about Francophone cultures from authentic sources (e.g., vacation guides, tourism videos)
- identify, with teacher assistance, concrete facts that reflect the way of life of various Francophone peoples (e.g., Monet was a French impressionist painter who greatly influenced the art world.)
- compare and contrast, with teacher assistance, their own way of life with the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures (e.g., shopping patterns, preferred activities)
- compare and contrast, with teacher assistance, the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- reflect, with teacher assistance, upon the way of life of individuals or groups from various Francophone cultures as a means of developing an appreciation of these cultures
- use digital resources to access current information about different Francophone cultures
- demonstrate knowledge of the cultural characteristics of the French language by using the following sociolinguistic conventions:
  - the sociolinguistic conventions listed in grades 4–9
  - the appropriate conventions for formal oral or written requests for information, including e-mail
  - the appropriate conventions for informal invitations and notes
  - the appropriate conventions for informal oral messages (e.g., telephone calls) and written messages (e.g., postcards).

## Language Learning Strategies

### Comprehension Strategies

#### cognitive

- continue to expand and use a personal repertoire of comprehension strategies to facilitate the understanding of an oral or written message
  - use the prefix, suffix, radical or root to guess or determine meaning
  - use the context to determine the meaning of an unknown word or expression
  - note unknown words to verify later
  - use linking words (cohesive elements) to establish the relationship between ideas
  - use time clues to determine if the message is being expressed in the past, present or future tense
  - listen to the beginning and the end of an audio text or read the first and last paragraphs to have a better idea of the topic and the content of the text
  - take down notes to summarize, compare and contrast information
  - summarize and report information
  - use French language reference materials to verify meaning
  - skim a text using the title, subtitles, illustrations and legends to determine the topic and the main categories of ideas
  - predict or determine the topic and/or main categories of ideas by fast forwarding an audio text and stopping at intervals
  - establish connections between the information heard or read and previous knowledge
  - use strategies defined in grades 4–9

#### socio-affective

- ask questions, in French, to clarify or verify a message
- take the risk to listen to or read more difficult and lengthy texts in French
- take the risk to listen to authentic texts (e.g., radio and television shows) or read authentic documents (e.g., newspaper articles, travel brochures)
- use information and communication technologies outside the classroom setting to gain access to the French language
- use strategies defined in grades 4–9

#### metacognitive

- identify strategies that can be or were used to facilitate comprehension of a text
- reflect upon the content of the text
- verify hypotheses made about the content of the text
- note unknown words to verify later
- use strategies defined in grades 4–9

### Production Strategies

#### cognitive

- continue to expand and use a personal repertoire of production strategies to facilitate the communication of an oral or written message
  - use specialized French language references, such as verb conjugation books, grammar references, etc.
  - identify the communicative intent of the message (e.g., to inform, to entertain, to persuade)

cognitive (cont'd)	<ul style="list-style-type: none"><li>– use an outline, word web, point-form notes, etc., to organize thoughts and to plan what is to be said or written</li><li>– identify vocabulary and grammatical elements needed to create a text</li><li>– use cue cards to note key ideas</li><li>– analyze a text in order to identify content, structural elements and ways of expressing ideas</li><li>– use circumlocutions to sustain a communication</li><li>– use strategies defined in grades 4–9</li></ul>
socio-affective	<ul style="list-style-type: none"><li>– as part of the editing process, work with a peer to read aloud a prepared production to determine if the message is clear</li><li>– react positively to feedback and implement appropriate changes to a production</li><li>– provide peers with constructive feedback</li><li>– use French to praise peers</li><li>– use French to evaluate peers</li><li>– take the risk to produce more elaborate oral or written messages</li><li>– use strategies defined in grades 4–9</li></ul>
metacognitive	<ul style="list-style-type: none"><li>– identify strategies that can be used or were used to produce a text</li><li>– refer back to previous productions of the same nature, analyze errors made and apply this knowledge to the current production</li><li>– use checklists, written in French, to verify the work</li><li>– develop a learning plan to carry out a task</li><li>– use a series of editing strategies to improve the quality of the production</li><li>– monitor an oral production and use self-correction when necessary</li><li>– use strategies defined in grades 4–9</li></ul>
Memory Strategies	<ul style="list-style-type: none"><li>• continue to use a personal repertoire of memory strategies to facilitate the learning, recollection or retention of vocabulary and/or grammatical structures.</li></ul>